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| **Subject/Course:** Grade 10 Academic History, Canadian History Since World War I  **Time: Full 75 minute period**    **Strand(s):** Citizenship and Heritage; Methods of Historical Inquiry and Communication | | | |
| **Lesson Description** | | | |
| * Working in groups of 2, students will choose a Canadian who has contributed to the development of Canadian identity since 1914 (students will be provided with a list of possible choices, but will be able to choose a different Canadian with teacher approval) * After receiving a brief lesson on how to conduct proper historical research using the internet, students will be given time to research their individual * Each group will be responsible for creating a wiki page on the class wiki to showcase their individual. Specifically, they will need to include: a proper title and theme for their wiki page, a minimum of 3 pictures relating to their individual and/or their accomplishments, a brief written description of their individual and their contribution to Canadian identity, and a 2-5 minute podcast interview (one group member will be the interviewer and the other group member will be the individual being interviewed) that showcases the individual’s contribution to Canadian identity and/or historical significance. * The wiki page will be evaluated using a rubric | | | |
| **Stage 1: Desired Results** | | | |
| **Ontario Curricular Overall Expectation(s)** | | | |
| * Assess how individual Canadians have contributed to the development of Canada and the country’s emerging sense of identity * Formulate questions on topics and issues in the history of Canada since 1914, and use appropriate methods of historical research to locate, gather, evaluate, and organize relevant information from a variety of sources * Communicate the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication | | | |
| **Ontario Curricular Specific Expectation(s)** | | | |
| * Assess the contributions of selected individuals to the development of Canadian identity since 1914 (e.g. Nellie, McClung, Arthur Currie, Thérèse Casgrain, Maurice Richard, Georges and Pauline Vanier, Max Ward, Marshall McLuhan, Rosemary Brown, Matthew Coon Come, Adrienne Clarkson * Gather information on Canadian history and current events from a variety of sources (e.g. textbooks and references books, newspapers, the Internet) * Evaluate the credibility of sources and information (e.g. by considering the authority, impartiality, and expertise of the source and checking the information for accuracy, underlying assumptions, stereotypes, prejudices and bias) * Express ideas, arguments and conclusions as appropriate for the audience and purpose using a variety of styles ad forms | | | |
| **Lesson Goals** | | | |
| * Students will acquire knowledge about the contributions of selected individuals to the development of Canadian identity * Students will learn how to conduct proper research using the internet * Students will increase their familiarity and level of comfort with editing and imbedding information in a wiki and using Audacity | | | |
| **Key concepts and/or skills to be learned/applied:** | **Background Knowledge:** | | |
| * Group brainstorming/ class discussion * Research methods (Internet) * Citation of sources | * Students are expected to be familiar with Canadian history before 1914 * Students are expected to be familiar with Wikispaces and navigation around a wiki page * Students are expected to be familiar with Audacity and to know how to create a podcast | | |
| **Stage 2: Planning learning experience and instruction** | | | |
| **Student Groupings** | | **Instructional Strategies** | |
| * Whole class * Small groups (partners) | | * Discussion/ brainstorming * Independent research * Internet technologies * Media Presentation | |
| **Materials** | | **Considerations** | |
| * Photo montage of various “great” Canadians (included in the Internet Research PowerPoint presentation) * List of Great Canadians (appendix 1) – one copy per student * Computer with internet access, projector and screen (for teacher) * Internet Research PowerPoint presentation * Computer with internet access and Audacity program for every student * Headphones and microphone for every student * Rubric (appendix 2) | | * Computers with internet access and functioning headsets and microphones are a MUST for this lesson to work * Consider choosing groups for students so no student is left out in the process * Encourage students to stick to the list of Great Canadians when choosing their individual. These individuals are on the list because we know students will be able to find sound and reliable information about them * Be sure to circulate throughout the duration of this activity to help with technical difficulties and monitor research |  |
| **Accommodations** | | | |
| * For any identified exceptional students who are unable to work in a group situation, they may be permitted to complete this project alone. Their interview can instead be a monologue about the individual recorded on a podcast, and you could consider reducing the expectations of the assignment (i.e. only 1-2 photos, a shorter podcast, etc.) * For students unable to record a podcast due to hearing or speaking difficulties, you could be sure to match them up with a partner who could assist them in the completion of this task, or they could be given the option of creating a photo montage using PhotoStory instead. * For ESL students or any other students with learning difficulties, the expectations of the assignment could be modified to be easier and/or the evaluation could be modified to accommodate their needs | | | |
| **Stage 3: Learning experience and instruction** | | | |
| **Motivational Hook (5 MINS.):** | | | |
| * When students enter the class, they will immediately see a photo montage of various “famous” Canadians (appendix 1) up on the projector screen. * Ask the students if they recognize any of these people and if they know why the teacher has chosen to group all of these people together? * Engage in a brief class discussion and, if they cannot figure out the significance of the montage, inform the students that all of the people in the montage have made some significant contribution to Canadian identity, and that will be our topic of study today | | | |
| **Open (15 MINS):** | | | |
| * Before allowing students to begin work on their projects, begin with a lesson about how to conduct research on the internet. Display the Internet Research PowerPoint and go through the information with the students * Remind students that they must ONLY post legal photos and that the location from where the retrieved each photo must be posted below or near the photo * Likewise, all written information included on the wiki must be sourced. | | | |
| **Body ( 50 MINS):** | | | |
| * Describe the parameters of the project to students: * In groups of 2, students will choose a Canadian who has contributed to the development of Canadian identity since 1914 (students will be provided with a list of possible choices, but will be able to choose a different Canadian with teacher approval) * Each group will be responsible for creating a wiki page on the class wiki to showcase their individual. Specifically, they will need to include: a proper title and theme for their wiki page, a minimum of 3 pictures relating to their individual and/or their accomplishments, a brief written description of their individual and their contribution to Canadian identity, and a 2-5 minute podcast interview (one group member will be the interviewer and the other group member will be the individual being interviewed) that showcases the individual’s contribution to Canadian identity and/or historical significance. If students wish to include additional information such as videos or songs, etc. – they may as long as it is legally posted and sourced * The wiki page will be evaluated using a rubric * Divide students into groups of 2, distribute the list of Great Canadians, and allow groups 5 minutes to choose their Canadian. When the groups have made their choices, have them report that choice to you, so you know who is doing which individual and so you can assure that everyone is not doing the same individual * Distribute a copy of the rubric to each group * Allow students the rest of the period to work on their research and wiki page * Throughout the work period, circulate to ensure students are on task and are not having any problems | | | |
| **Close ( 5 MINS):**   * Take the last five minutes of class to assess how close students are to being finished. If students still require more time, you can allow further working time next period. If students are capable of finishing work on the wiki at home, the project can be assigned for homework. * Remind students that all material must be properly cited. | | | |
| **Assessment (0 MINS)** | | | |
| This activity will be assessed using a rubric. Please see appendix 2. | | | |
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